

Review of: "Curriculum Implementation with a Plan: An Exploratory Analysis of Pre-service Teachers' Application of Gagne's Nine Events of Instruction"

Natalia Riapina¹

¹ HSE University

Potential competing interests: No potential competing interests to declare.

The article sheds light on an important educational context and employs an appropriate quantitative approach to evaluate teacher practices using an instructional design framework. The study offers valuable insights into strengthening teacher training and support, making a useful research contribution regarding pre-service teacher preparation. It has the potential to inform teacher education policies and programs in Ghana. The strength of the article lies in its meticulous research methodology, employing surveys and multivariate analyses to gather and interpret data. The utilization of Gagne's nine events of teaching or instruction as a framework for assessment adds depth to the study, allowing for a nuanced exploration of pre-service teachers' practices.

The findings of the study provide valuable insights into the disconnect between traditional and student-centered pedagogies. Notably, the pre-service teachers exhibit a preference for conventional teaching methods, as evidenced by their disagreement with student-centered strategies such as formative assessment, feedback practices, and diverse content presentation. Furthermore, the exploration of gender differences in the application of Gagne's instructional plan adds a layer of complexity to the study. While the multivariate analysis indicates a significant overall effect of gender on instructional strategies, the examination of individual events reveals minimal gender-based differences.

The article successfully extends its examination to the impact of the levels taught on the application of Gagne's instructional model. The acknowledgment of a substantial connection between the levels being taught and the utilization of instructional strategies emphasizes the importance of tailoring pedagogical training to specific educational levels. This insight has implications for policymakers and educators, urging them to consider context-specific training modules for effective curriculum implementation.

A suggestion to further enhance the study is to include a more in-depth discussion of potential reasons behind the identified preferences and disagreements among pre-service teachers.

In conclusion, the article presents a thorough analysis of pre-service teachers' instructional practices, shedding light on areas for improvement in teacher education programs. Its use of Gagne's instructional plan as a framework, coupled with its nuanced examination of gender and educational levels, contributes valuable insights to the field of education research.

